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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Sixteen (Spring 2020 - Spring 2021)
Category:	University System of Georgia
Award Cycle:	Round 16
Submission Deadline:	01/13/2020 at 11:59 PM

Application Information

Submitted By:	Laura Letbetter
Appplication ID:	4007
Application Title:	509
Date Submitted:	01/14/2020 at 8:14 AM

Personal Details

Institution Name(s):	Georgia State University
Applicant First Name:	Geoffrey
Applicant Last Name:	Graybeal
Applicant Email Address:	ggraybeal@gsu.edu
Applicant Phone Number:	404-413-7913
Primary Appointment Title:	Clinical Assistant Professor
Submitter First Name:	Laura
Submitter Last Name:	Letbetter
Submitter Email Address:	lletbetter@gsu.edu
Submitter Phone Number:	404-413-7353
Submitter Title:	Associate Director, Sponsored Research Development, Robinson College of Business

Application Details

Proposal Title

509

Requested Amount of Funding

$29,016

Priority Category (if applicable)

Upper-Level Courses (3000+)

Final Semester:
Spring 2021

Course Title(s)
Entrepreneurship Textbook Transformation

Course Number(s)
ENI 3101 Entrepreneurial Thinking for Startups and ENI 3100 Introduction to Entrepreneurship & Innovation

Team Member 1 Name
Geoffrey Graybeal

Team Member 1 Email
ggraybeal@gsu.edu

Team Member 2 Name
Leonard Jackson

Team Member 2 Email
Ljackson58@gsu.edu

Team Member 3 Name
Daniel Le

Team Member 3 Email
dle@gsu.edu

Team Member 4 Name
Kate Kendall

Team Member 4 Email
kvkendall@gsu.edu

Additional Team Members (Name and email address for each)
 N/A

Sponsor Name
Todd Maurer

Sponsor Title
Associate Dean for Faculty and Research

Sponsor Department
Robinson College of Business

Total Number of Student Section Enrollments Affected by Project in One Academic Year
780

Average Number of Student Section Enrollments Affected per Summer Semester

45

Average Number of Student Section Enrollments Affected per Fall Semester
400

Average Number of Student Section Enrollments Affected per Spring Semester
400

Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)
Running Lean: 2nd Edition, Ash Maurya, O'Reilly Media.

https://bit.ly/2FBMw8T

Entrepreneurship (Hisrich, Peters, Shepherd). $238.21

Original Total Cost per Student
$25 ENI 3101; $150 ENI 3100

Post-Project Cost per Student
$20

Post-Project Savings per Student
$15 ENI 3101; $140 ENI 3100

Projected Total Annual Student Savings per Academic Year
$102,300- $139,500

Using OpenStax Textbook?
Yes

Project Goals

The goal of the **Entrepreneurship Textbook Transformation Grant** project is the adoption and creation of Open Educational Resources (OER) and the use of no to low-cost materials, replacing existing high cost textbooks. Entrepreneurship has a university-wide mandate at Georgia State University since the 2016 inception of the Entrepreneurship and Innovation Institute, situated within the J. Mack Robinson College of Business. Approximately 500 students majoring or minoring in a form of entrepreneurship took courses in Spring 2019. Whether a student is majoring in entrepreneurship in the form of a Bachelors in Business Administration or earning one of three Bachelors in Interdisciplinary Studies degrees (Media Entrepreneurship, Social Entrepreneurship or Biomedical Enterprise), ENI 3101: Entrepreneurial Thinking for Startups is part of the required core courses. A new prerequisite course designed to provide a basic understanding of the fundamentals of entrepreneurship and innovation, ENI 3100: Introduction to Entrepreneurship and Innovation, was approved by the college in fall 2019.

Running Lean textbook used in ENI 3101 only costs $25 new, or $10 to rent. That textbook, however, is not a standard academic text and is slated to be replaced as changes to the course are contemplated along with other curriculum changes such as the addition of the new ENI 3100 course. Leading introductory entrepreneurship texts are much more expensive. The Hisrich, Peters, & Shepherd text costs $238.21 to purchase new, whereas the Katz and Green text ranges from $106 to $169. On average, a standard leading textbook costs about $150. Projected total annual savings are conservatively about $102,000 for the two courses in a given academic year.

In addition to being mindful of cost savings for students, the best entrepreneurial education practices stress the need for **experiential** learning. The belief is that one of the best ways for students to learn entrepreneurship is by doing entrepreneurship. Utilizing a new OpenStax textbook in Entrepreneurship in the entrepreneurship core courses will better suit the experiential mission. Entrepreneurship is a college-level textbook that OpenStax, a non-profit initiative at Rice University, will publish as part of an open educational resource library of free peer-reviewed textbooks. OpenStax textbooks are available on the Connexions platform (online or PDF), or in printed and bound versions that look like traditional texts in this market. The final textbook will be openly licensed and modifiable so instructors can customize it for their specific course.

The OpenStax text looks to replace and compete with the following existing leading entrepreneurship textbooks:

Entrepreneurship (Hisrich, Peters, Shepherd). $238.21	10e (2017)	MHHE	15	576
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When the Entrepreneurship and Innovation Institute first launched, the curriculum was designed so that the same textbooks were used across multiple courses. This practice was largely abandoned as more, and different instructors, began to teach the courses.

This grant would enable the adoption of one new textbook, the new OpenStax Entrepreneurship textbook, in two introductory courses as well as the creation of supplemental material.

Supplemental digital materials will be developed in a modular format, with full integration of all material into iCollege. This format will allow easy adaptation across the USG while enabling individual schools to adjust points of emphasis or add institution-specific elements.

Statement of Transformation

The subjects of this Textbook Transformation Grant project are junior-level ENI 3100: Introduction to Entrepreneurship and Innovation and ENI3101: Entrepreneurial Thinking for Startups, core courses for students majoring or minoring in entrepreneurship at Georgia State University.

The ENI 3101 course focuses on applying evidence-based entrepreneurship methods to go from idea to a sustainable business model. Students learn how to apply behavioral economics, the Customer Development Model and the Lean Startup methodology to discover important and unsatisfied customer needs by designing compelling and competitive value propositions, viable business models that can profitably fulfill these value propositions, and persuasively pitch value propositions/business models to prospective customers/investors. Students engage in a variety of hands on team activities while in class, engage in a team field study involving a local startup, and develop/pitch their own startup ideas.

Course learning objectives include students learning how to:

- Discover authentic customer demand for a new product-service.
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- Apply the Value Proposition Canvas framework to design new value propositions that customers want.
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This course adopts several elements of what is loosely termed "Learning 2.0" wherein the student essentially learns how to learn and faculty become mentors to this process by assigning content and facilitating the learning process.

One aspect of this is what is called "investigative learning" which involves students investigating weekly assigned content as though they are investigative reporters. The job of the student is to apply critical thinking skills to synthesize the content.

During class, the instructor summarizes the weekly content. By way of class discussion and activities this content is synthesized into a more holistic meaning. The ENI 3101 sessions are structured to facilitate this mode of learning and interaction.

The ENI 3100 course focuses on entrepreneurship and innovation at the core of business creation, business growth and business viability. The highly interactive course provides students with the fundamental knowledge, insights, concepts, tools and techniques that are essential in starting, growing and scaling ventures. Students learn these entrepreneurship and innovation fundamentals through class lectures, team exercises, cases and applied projects.

Course learning objectives include students learning how to:

-Demonstrate an understanding of the practice of entrepreneurship

-Differentiate between the entrepreneurial contexts

-Outline the entrepreneurial process

-Evaluate the elements of a viable opportunity

-Recommend creativity techniques to solve problems

-Differentiate between the principles and sources of innovation

-Select the appropriate business format that supports venture goals

-Assess global entrepreneurial opportunities

-Outline the major elements of business models, business plans and revenue models

Replacing the existing textbook offerings with the new OpenStax Entrepreneurship textbook allows better attainment of the learning objectives and pedagogical approaches described above.

The new OpenStax textbook in entrepreneurship features key terms highlighted throughout each chapter, and the following feature boxes:

- **Work It Out.** Scenarios of real or well-known entrepreneurs or entrepreneurial opportunities or dilemmas, with an opportunity for students to work out a solution. May include discussion questions, workbook-type feature for completion, or solutions for assessment.**Are You Ready?** Presents Integrated exercises, partial plan, or a scenario of a plan or project that the student completes based on the current chapter. Includes call to action.**What Can You Do?** Discussion of social issues that present entrepreneurs with opportunities (social entrepreneurship). Includes call to action.**Entrepreneur in Action.** A few paragraphs with questions or activity. End-of-chapter mini case study. Include discussion questions, quiz, or "you be the venture capitalist (or mentor, or entrepreneur)" call-to-action with options for next steps of how to proceed in that role or in the featured case.**Link to Learning.** This feature includes a few sentences of introduction to a website with an interactive activity, simulation, video, worksheet, or resource that helps improve student understanding and application of the concept.
- **End-of-section (EOS) material:** occurs at the end of each chapter
- **Summary:** A brief summary of the key points of the section, presented in paragraph form.
- **Key Terms:** An alphabetical list of all key terms that have appeared in the section, with definitions that correspond to their in-text explanations.
- **Assessments:**
- Review Questions (10–20 per chapter, roughly 2–3 per section)
- Discussion Questions (10–20 per chapter, roughly 2–3 per section)
- Case Questions (5–10 per chapter, roughly 1–2 per section)

The latest "almost ready for publication" draft of the OpenStax text includes 15 chapters, which could be incorporated into the two courses, respectively.

Since the material is online, it is more interactive. The format of each chapter is uniform, but also "chunks" the material in more digestible forms for students. While the courses are presently offered face to face, revising the curriculum with the new textbook would make it more suitable to move toward an online or blended format in the future, as the university continues to place a strategic emphasis on expanding online education offerings.

The openness of this Open Educational Resources will allow more control over the educational material, customizing it and sharing it in ways that make sense as the material from the textbook can be retained, reused, revised, remixed and redistributed.

The adoption of the OpenStax textbook would allow us to customize and localize our resources, have materials that work for our teaching styles, and have students perform as well or better than they would have with an out of the box publisher resource (Robinson, Fischer, Wiley, Hilton, 2014).

The Entrepreneurship and Innovation Institute continues to refine its curriculum. As a unit we have begun to infuse career readiness competencies into the curriculum as part of the university's Quality Enhancement Plan initiative on College to Career. Transforming the textbook simultaneously while revising curriculum for CTC initiative and efforts to move into online and hybrid education make sense from a timing perspective.

Demand for our courses also continue to exceed the supply of faculty to staff the courses. Increasingly, we are turning to adjuncts and part time instructors to staff the ENI 3101 course, in particular. The model for that course is under review and the project PI is tasked with facilitating the course as is. Adoption of the OER and standardization of resources across courses also benefit PTIs that may be tasked with teaching the course in the future, and provides standardization for students taking the courses as well.

Transformation Action Plan

- Geoffrey Graybeal: instructor of record and subject matter expert Dr. Graybeal has worked on the development and review of material for a new OER textbook on entrepreneurship through OpenStax designed to replace the leading academic textbooks for introductory undergraduate entrepreneurship courses. The OpenStax Entrepreneurship textbook is slated to be made available in Spring 2020. While Dr. Graybeal wrote two of the chapters in the textbook and reviewed two additional chapters, there are 15 total chapters. Dr. Graybeal would review the entire new text when available and adapt the ENI 3101: Entrepreneurial Thinking for Startups to replace the existing commercial textbook with the new OpenStax book. The Textbook Transformation Grant would allow for the development of new course design to leverage the OpenStax textbook. Dr. Graybeal is a clinical assistant professor in the Entrepreneurship and Innovation Institute at Georgia State University with 12 years of teaching experience in higher education.
- Leonard Jackson: instructor of record and subject matter expert Dr. Jackson developed the curriculum for the new ENI 3100: Introduction to Entrepreneurship and Innovation course. He will lead supplemental content creation efforts and integrating the textbook transformation project into the ENI 3100 course. Dr. Jackson is a clinical professor in the Entrepreneurship and Innovation Institute at Georgia State University
- Dan Le: research librarian Mr. Le would provide library resources to assist and supplement assignments. The OpenStax book currently has a lot of "chunk" material with links to learning and assignments. Mr. Le can evaluate that material for suitability to the courses and assist in the development of assignments that leverage existing library resources.
- Kate Kendell (GSU Office of Student Success – Supplemental Instruction) Ms. Kendell leads the Supplemental Instruction (SI) initiatives in the Georgia State University Office of Student Success. She will and her staff will develop video materials that incorporate their expertise in effective SI techniques for the basic Excel exercises. By putting this material into on on-line, digital format, they will be producing for the digital textbook the first 24/7 SI material used at Georgia State. Because these SI materials in Excel address basic skills and focus on building confidence in students who feel challenges by this software, these lessons will be broadly useful across a vast array of disciplinary areas. And because these lessons and SI materials are tightly linked to the Lynda.com training videos that are available at zero cost through the GSU iCollege templates, the ability to complement other learning contexts will be particular high.
- The project would use OpenStax, and OpenStax Tutor.

Quantitative & Qualitative Measures

Course level assessment of learning will be based on existing assessment of learning as required by AACSB, but additional data will be collected for the project and for greater dissemination of knowledge.

Student satisfaction will be measured using the Georgia State institutional Student Evaluation of Instructor Performance (SEIP) which students have the option of not participating since participation is voluntary. The SEIP also collects qualitative feedback on both the instructor and the course.

We are interested in pre and post-adoption of OER materials in the same course in line with the work of Crotequ. Student performance will similarly be assessed using institutional data from GSU iPort including:

-Student, section and course level final grade analysis- quantitative

-Comparison of final grade performance against current ENI 3101 baseline- quantitative

-Comparison of cumulative student performance on the comprehensive exit examination for BBA students at Robinson College- quantitative

-Course-level retention (drop/fail/withdraw rates)- quantitative

Scholarship of Teaching and Learning (SOTL) faculty, publishing in peer reviewed scholarly SOTL journals from multiple disciplines will conduct research to assess the impact of this project. Such research will go through the Institutional Review Board process.

Some areas of examination under consideration:

-Assessing the impact of OER course material on student performance and satisfaction

-A comparative study of the effectiveness of different delivery modes such as face-to-face, blended, hybrid, flipped and online used in the course.

-Assessing the impact of OER course material on student career readiness

Special care will be taken to de-identify all individual student data to ensure student anonymity.

Timeline

Institutional sign-off on Service Level Agreement (SLA) provided by the University System Office, using the project proposal as a statement of work

Spring 2020: Institutional invoice to USG along with the signed SLA in order for funds to be disbursed

February 2020: Attendance by at least two team members at a required kickoff training/implementation meeting at Middle Georgia State University Hatcher Conference Center

Summer 2020: Read OpenStax Entrepreneurship textbook and align existing course syllabi to new text chapters; adapt assignments accordingly. Supplemental material creation.

Summer 2020: Refinement of research questions, scope and priority SOTL projects for IRB applications

Academic year 2020-21: SOTL project data collection

Fall 2020-Spring 2021: Course implementation with the new textbooks and accompanying materials

End of Semester Spring 2021: Report submission

Budget

Personnel

$3,677 Geoffrey Graybeal, 12% summer effort (0.36 summer month). Project director, responsible for development of course curriculum to align with OpenStax textbook on Entrepreneurship.

$3,687 Leonard Jackson, 7% summer effort (0.21 summer month). Project co-director, responsible for development of supplemental online material for course curriculum.

$3,702 Daniel Le, 6.98% FTE (0.84 calendar month). Will review and recommend available library databases and online resources for the courses.

$2,256 Kate Kendall, 4.79% FTE (0.57 calendar month). Will put supplemental material into an online, digital format and assist with supplemental material creation.

$10,000 Two GRAs @ $5,000 each. GRAs will work on material creation, implementation, and assessment to assist this project.

Fringe

$4,894 GSU's standard rates: 35% for full time faculty and staff, 2.3% for GRAs.

Travel

$800 Required travel to kickoff meeting

Sustainability Plan
- The material transformed under the Entrepreneurship Textbook Transformation Grant are part of the core required courses for students studying entrepreneurship across the university.
- There are presently 12-15 sections of ENI 3101 offered in a given calendar year (academic plus summer) serving 450+ students. The demand continues to grow as enrollments rise and the course is a required core for students majoring or minoring in entrepreneurship or an interdisciplinary entrepreneurship degree. The project lead is the course coordinator of the ENI 3101 course. He's responsible for course content and coordinating with the course instructors. Therefore, the project is sure to continue and the textbook transformations implemented across all sections of the course.
- "Driven by the 2011-21 strategic plan, Georgia State's efforts to strengthen entrepreneurship and innovation across the university have focused on establishing a sustainable infrastructure that supports the acquisition of technical and critical skills through learning, discovery, experimentation, prototyping and execution. With today's shifting talent demands and work environments, we recognize the need to provide students with access to an experiential curriculum, interactive workshops and creative spaces." These are the words from President Mark Becker in the first Impact Report on Entrepreneurship at Georgia State. We are fortunate to have a university-wide mandate with commitment from the top leadership, including the president and provost. Such an institutional commitment will help sustain the Entrepreneurship Textbook Transformation Grant project.
- The project lead is a member of the Robinson College of Business Faculty Development Committee. A workshop from Robinson grant recipients can disseminate findings and information on the projects. Potential dissemination at other academic conferences exist, as does the potential for scholarly publication.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

Mailing Address:
P.O. Box 3989
Atlanta, GA 30302-3989

In Person:
35 Broad Street, Suite 700
Atlanta, GA 30303

Phone 404-413-7009
Fax 404-413-7036
Web robinson.gsu.edu

GeorgiaState University. J. MACK ROBINSON COLLEGE OF BUSINESS

January 10, 2020

Dear Colleagues,

I am writing to express my support for the Entrepreneurship Textbook Transformation Grant project proposed by Geoffrey Graybeal in response to the Round 16 Affordable Learning Georgia Textbook Transformation Grants request for proposals.

Part of my role in the Robinson College is to provide leadership and oversight for sponsored programs carried out by our business faculty. Research administration staff within the Robinson College work in collaboration with GSU's central Office of Sponsored Proposals and Awards to support project directors and to ensure that funds are received, distributed, and expended according to all applicable rules and policies. Therefore, I can assure you that this project will receive proper administrative oversight.

Geoffrey Graybeal is a Clinical Assistant Professor in our Entrepreneurship and Innovation Institute, and his project team includes his colleague Dr. Leonard Jackson and members from Georgia State's Office of Student Success and the Georgia State library. Together they will adopt and create Open Educational Resources and the use of no to low-cost materials, replacing existing high cost textbooks in introductory entrepreneurship courses available to students across the university. The university's entrepreneurship initiatives are fortunate to have institutional and top academic leadership commitment, helping to ensure that this project will continue for the foreseeable future and years to come. Demand for entrepreneurship courses continue to grow as enrollments in entrepreneurship offerings rise. The team is responsible for course content and coordination with course instructors, and thus can implement the textbook transformation across all designated course sections.

Feel free to contact my office if you have further questions about the Robinson College's commitment to support and sustain the Entrepreneurship Textbook Transformation Grant project.

Sincerely,

Todd Maurer
Professor & Associate Dean for Faculty and Research
J. Mack Robinson College of Business
Georgia State University
35 Broad Street; Atlanta, GA 30303
+1 404-413-7538 | tmaurer@gsu.edu

Affordable Learning Georgia

Textbook Transformation Grants, Round Sixteen
(Spring 2020 – Spring 2021)
Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the Round 16 RFP Page.
- The italic text provided below is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

*The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.*

Institution(s)	Georgia State University
Applicant Name	Geoffrey Graybeal
Applicant Email	ggraybeal@gsu.edu
Applicant Phone #	404-413-7913
Applicant Position/Title	Clinical Assistant Professor
Submitter Name	Laura Letbetter
Submitter Email	lletbetter@gsu.edu
Submitter Phone #	404-413-7353
Submitter Position	Associate Director, Sponsored Research Development, Robinson College of Business

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Geoffrey Graybeal	ggraybeal@gsu.edu
Team Member 2	Leonard Jackson	Ljackson58@gsu.edu
Team Member 3	Daniel Le	dle@gsu.edu
Team Member 4	Kate Kendall	kvkendall@gsu.edu
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

If you have any more team members to add, please enter their names and email addresses in the text box below.

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Todd Maurer, Associate Dean for Faculty and Research, Robinson College of Business, Georgia State University

Project Information and Impact Data

Priority Category / Categories	*"Upper-Level Campus Collaborations."*
Requested Amount of Funding	*$29,016*
Course Names and Course Numbers	ENI 3101 Entrepreneurial Thinking for Startups ENI 3100 Introduction to Entrepreneurship & Innovation
Final Semester of Project	*Spring 2021*
Total Number of Student Section Enrollments Affected by Project in One Academic Year	*360-400 students in ENI 3101 per academic year* *300-500 students in ENI 3100 per academic year (projected)* *(Shown as overall estimate of 780 in online application form since additional detail could not be entered.)*
Average Number of Student Section Enrollments Affected per Summer Semester	*30-60 students* *(Shown as overall estimate of 45 in online application form since additional detail could not be entered.)*
Average Number of Student Section Enrollments Affected per Fall Semester	180-200 students ENI 3101 200 students in ENI 3100 (projected) *(Shown as overall estimate of 400 in online application form since additional detail could not be entered.)*
Average Number of Student Section	180-200 students ENI 3101

Enrollments Affected per Spring Semester	200 students ENI 3100 (projected) *(Shown as overall estimate of 400 in online application form since additional detail could not be entered.)*
Original Required Commercial Materials	*Running Lean: 2nd Edition, Ash Maurya, O'Reilly Media.* https://bit.ly/2FBMw8T *Entrepreneurship (Hisrich, Peters, Shepherd). $238.21*
Average Price of Original Required Materials Per Student Section Enrollment	*$25 ENI 3101* *$150 ENI 3100*
Average Post-Project Cost Per Student Section Enrollment	*$20*
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Projected Total Annual Student Savings Per Academic Year	*$102,300- $139,500*
Using OpenStax Textbook?	*Yes*

Narrative Section

1. Project Goals

The goal of the **Entrepreneurship Textbook Transformation Grant** project is the adoption and creation of Open Educational Resources (OER) and the use of no to low-cost materials, replacing existing high cost textbooks. Entrepreneurship has a university-wide mandate at Georgia State University since the 2016 inception of the Entrepreneurship and Innovation Institute, situated within the J. Mack Robinson College of Business. Approximately 500 students majoring or minoring in a form of entrepreneurship took courses in Spring 2019. Whether a student is majoring in entrepreneurship in the form of a Bachelors in Business Administration or earning one of three Bachelors in Interdisciplinary Studies degrees (Media Entrepreneurship, Social Entrepreneurship or Biomedical Enterprise), ENI 3101: Entrepreneurial Thinking for Startups is part of the required core courses. A new prerequisite course designed to provide a basic understanding of the fundamentals of entrepreneurship and innovation, ENI 3100: Introduction to Entrepreneurship and Innovation, was approved by the college in fall 2019.

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- **What Can You Do?** Discussion of social issues that present entrepreneurs with opportunities (social entrepreneurship). Includes call to action.
- **Entrepreneur in Action.** A few paragraphs with questions or activity. End-of-chapter mini case study. Include discussion questions, quiz, or "you be the venture capitalist (or mentor, or entrepreneur)" call-to-action with options for next steps of how to proceed in that role or in the featured case.
- **Link to Learning.** This feature includes a few sentences of introduction to a website with an interactive activity, simulation, video, worksheet, or resource that helps improve student understanding and application of the concept.
- **End-of-section (EOS) material:** occurs at the end of each chapter

  - **Summary:** A brief summary of the key points of the section, presented in paragraph form.

  - **Key Terms:** An alphabetical list of all key terms that have appeared in the section, with definitions that correspond to their in-text explanations.

  - **Assessments:**

    - Review Questions (10–20 per chapter, roughly 2–3 per section)

    - Discussion Questions (10–20 per chapter, roughly 2–3 per section)

    - Case Questions (5–10 per chapter, roughly 1–2 per section)

The latest "almost ready for publication" draft of the OpenStax text includes 15 chapters, which could be incorporated into the two courses, respectively.

Since the material is online, it is more interactive. The format of each chapter is uniform, but also "chunks" the material in more digestible forms for students. While the courses are presently offered face

to face, revising the curriculum with the new textbook would make it more suitable to move toward an online or blended format in the future, as the university continues to place a strategic emphasis on expanding online education offerings.

The openness of this Open Educational Resources will allow more control over the educational material, customizing it and sharing it in ways that make sense as the material from the textbook can be retained, reused, revised, remixed and redistributed.

The adoption of the OpenStax textbook would allow us to customize and localize our resources, have materials that work for our teaching styles, and have students perform as well or better than they would have with an out of the box publisher resource (Robinson, Fischer, Wiley, Hilton, 2014).

The Entrepreneurship and Innovation Institute continues to refine its curriculum. As a unit we have begun to infuse career readiness competencies into the curriculum as part of the university's Quality Enhancement Plan initiative on College to Career. Transforming the textbook simultaneously while revising curriculum for CTC initiative and efforts to move into online and hybrid education make sense from a timing perspective.

Demand for our courses also continue to exceed the supply of faculty to staff the courses. Increasingly, we are turning to adjuncts and part time instructors to staff the ENI 3101 course, in particular. The model for that course is under review and the project PI is tasked with facilitating the course as is. Adoption of the OER and standardization of resources across courses also benefit PTIs that may be tasked with teaching the course in the future, and provides standardization for students taking the courses as well.

3. Transformation Action Plan

- Geoffrey Graybeal: instructor of record and subject matter expert
  - o Dr. Graybeal has worked on the development and review of material for a new OER textbook on entrepreneurship through OpenStax designed to replace the leading academic textbooks for introductory undergraduate entrepreneurship courses. The OpenStax Entrepreneurship textbook is slated to be made available in Spring 2020. While Dr. Graybeal wrote two of the chapters in the textbook and reviewed two additional chapters, there are 15 total chapters. Dr. Graybeal would review the entire new text when available and adapt the ENI 3101: Entrepreneurial Thinking for Startups to replace the existing commercial textbook with the new OpenStax book. The Textbook Transformation Grant would allow for the development of new course design to leverage the OpenStax textbook. Dr. Graybeal is a clinical assistant professor in the Entrepreneurship and Innovation Institute at Georgia State University with 12 years of teaching experience in higher education.
- Leonard Jackson: instructor of record and subject matter expert
  - o Dr. Jackson developed the curriculum for the new ENI 3100: Introduction to Entrepreneurship and Innovation course. He will lead supplemental content

creation efforts and integrating the textbook transformation project into the ENI 3100 course. Dr. Jackson is a clinical professor in the Entrepreneurship and Innovation Institute at Georgia State University

- Dan Le: research librarian
  - o Mr. Le would provide library resources to assist and supplement assignments. The OpenStax book currently has a lot of "chunk" material with links to learning and assignments. Mr. Le can evaluate that material for suitability to the courses and assist in the development of assignments that leverage existing library resources.
- Kate Kendell (GSU Office of Student Success – Supplemental Instruction)
  - o Ms. Kendell leads the Supplemental Instruction (SI) initiatives in the Georgia State University Office of Student Success. She will and her staff will develop video materials that incorporate their expertise in effective SI techniques for the basic Excel exercises. By putting this material into on-line, digital format, they will be producing for the digital textbook the first 24/7 SI material used at Georgia State. Because these SI materials in Excel address basic skills and focus on building confidence in students who feel challenges by this software, these lessons will be broadly useful across a vast array of disciplinary areas. And because these lessons and SI materials are tightly linked to the Lynda.com training videos that are available at zero cost through the GSU iCollege templates, the ability to complement other learning contexts will be particular high.
- The project would use OpenStax, and OpenStax Tutor.

4. Quantitative and Qualitative Measures

Course level assessment of learning will be based on existing assessment of learning as required by AACSB, but additional data will be collected for the project and for greater dissemination of knowledge.

Student satisfaction will be measured using the Georgia State institutional Student Evaluation of Instructor Performance (SEIP) which students have the option of not participating since participation is voluntary. The SEIP also collects qualitative feedback on both the instructor and the course.

We are interested in pre and post-adoption of OER materials in the same course in line with the work of Crotequ. Student performance will similarly be assessed using institutional data from GSU iPort including:

-Student, section and course level final grade analysis- quantitative

-Comparison of final grade performance against current ENI 3101 baseline- quantitative

-Comparison of cumulative student performance on the comprehensive exit examination for BBA students at Robinson College- quantitative

-Course-level retention (drop/fail/withdraw rates)- quantitative

Scholarship of Teaching and Learning (SOTL) faculty, publishing in peer reviewed scholarly SOTL journals from multiple disciplines will conduct research to assess the impact of this project. Such research will go through the Institutional Review Board process.

Some areas of examination under consideration:

-Assessing the impact of OER course material on student performance and satisfaction

-A comparative study of the effectiveness of different delivery modes such as face-to-face, blended, hybrid, flipped and online used in the course.

-Assessing the impact of OER course material on student career readiness

Special care will be taken to de-identify all individual student data to ensure student anonymity.

5. Timeline

Institutional sign-off on Service Level Agreement (SLA) provided by the University System Office, using the project proposal as a statement of work

Spring 2020: Institutional invoice to USG along with the signed SLA in order for funds to be disbursed

February 2020: Attendance by at least two team members at a required kickoff training/implementation meeting at Middle Georgia State University Hatcher Conference Center

Summer 2020: Read OpenStax Entrepreneurship textbook and align existing course syllabi to new text chapters; adapt assignments accordingly. Supplemental material creation.

Summer 2020: Refinement of research questions, scope and priority SOTL projects for IRB applications

Academic year 2020-21: SOTL project data collection

Fall 2020-Spring 2021: Course implementation with the new textbooks and accompanying materials

End of Semester Spring 2021: Report submission

6. Budget

Personnel

$3,677 Geoffrey Graybeal, 12% summer effort (0.36 summer month). Project director, responsible for development of course curriculum to align with OpenStax textbook on Entrepreneurship.

$3,687 Leonard Jackson, 7% summer effort (0.21 summer month). Project co-director, responsible for development of supplemental online material for course curriculum.

$3,702 Daniel Le, 6.98% FTE (0.84 calendar month). Will review and recommend available library databases and online resources for the courses.

$2,256 Kate Kendall, 4.79% FTE (0.57 calendar month). Will put supplemental material into an online, digital format and assist with supplemental material creation.

$10,000 Two GRAs @ $5,000 each. GRAs will work on material creation, implementation, and assessment to assist this project.

Fringe

$4,894 GSU's standard rates: 35% for full time faculty and staff, 2.3% for GRAs.

Travel

$800 Required travel to kickoff meeting

7. Sustainability Plan

- The material transformed under the Entrepreneurship Textbook Transformation Grant are part of the core required courses for students studying entrepreneurship across the university.
- There are presently 12-15 sections of ENI 3101 offered in a given calendar year (academic plus summer) serving 450+ students. The demand continues to grow as enrollments rise and the course is a required core for students majoring or minoring in entrepreneurship or an interdisciplinary entrepreneurship degree. The project lead is the course coordinator of the ENI 3101 course. He's responsible for course content and coordinating with the course instructors. Therefore, the project is sure to continue and the textbook transformations implemented across all sections of the course.
- "Driven by the 2011-21 strategic plan, Georgia State's efforts to strengthen entrepreneurship and innovation across the university have focused on establishing a sustainable infrastructure that supports the acquisition of technical and critical skills

through learning, discovery, experimentation, prototyping and execution. With today's shifting talent demands and work environments, we recognize the need to provide students with access to an experiential curriculum, interactive workshops and creative spaces." These are the words from President Mark Becker in the first Impact Report on Entrepreneurship at Georgia State. We are fortunate to have a university-wide mandate with commitment from the top leadership, including the president and provost. Such an institutional commitment will help sustain the Entrepreneurship Textbook Transformation Grant project.

- The project lead is a member of the Robinson College of Business Faculty Development Committee. A workshop from Robinson grant recipients can disseminate findings and information on the projects. Potential dissemination at other academic conferences exist, as does the potential for scholarly publication.

Note: Letter of Support

The Robinson College of Business at Georgia State University is the unit responsible for carrying out the project and expending funds. A letter from Dr. Todd Maurer, Associate Dean for Faculty and Research, has been included with the application.